



## Orchard Park Elementary

474 Third Baxter Street

Fort Mill, South Carolina

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	848 Students	
<b>Principal</b>	Linda D. Locklier	803-548-8170
<b>Superintendent</b>	Dr. V. Keith Callicutt	803-548-2527
<b>Board Chair</b>	Jan Smiley	803-548-7258

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Excellent</b>	<b>Good</b>
2007	Excellent	Good
2006	Excellent	Good
2005	Excellent	Good
2004	Excellent	Good

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

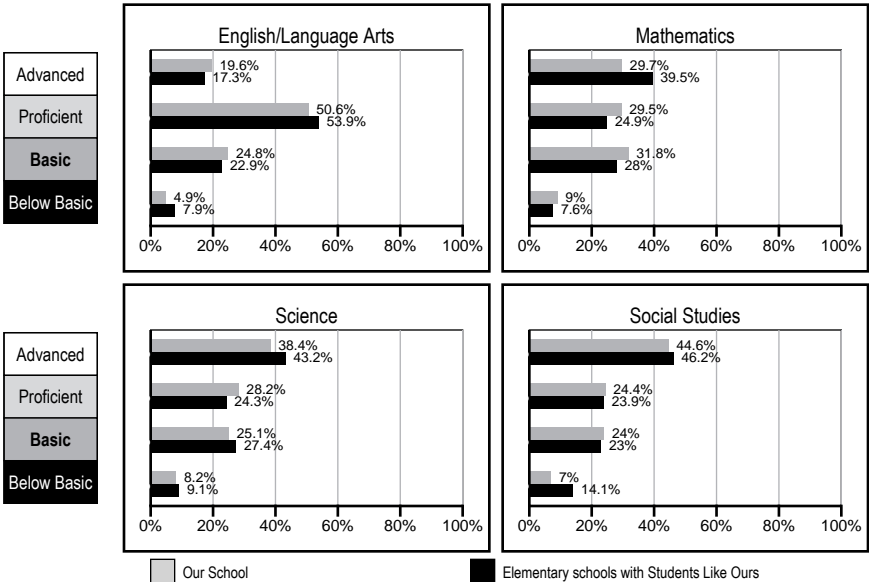
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
8	4	0	1	0

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=848)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.0%	Down from 1.7%	0.4%	2.3%
Attendance rate	97.3%	Up from 96.7%	97.1%	96.3%
Eligible for gifted and talented	30.8%	Down from 32.7%	33.4%	10.4%
With disabilities other than speech	4.4%	Up from 4.1%	4.3%	7.5%
Older than usual for grade	0.0%	Down from 0.1%	0.1%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=58)</b>				
Teachers with advanced degrees	62.1%	Down from 65.0%	59.4%	56.7%
Continuing contract teachers	87.9%	Up from 80.0%	84.8%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.5%	Up from 90.8%	88.1%	86.4%
Teacher attendance rate	93.3%	Down from 95.1%	94.6%	94.9%
Average teacher salary	\$48,017	Up 7.1%	\$48,085	\$45,345
Professional development days/teacher	14.8 days	Up from 14.3 days	10.0 days	12.6 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	6.0	4.0
Student-teacher ratio in core subjects	17.0 to 1	Down from 18.3 to 1	19.8 to 1	18.5 to 1
Prime instructional time	89.4%	Down from 89.7%	90.9%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$6,041	Up 9.4%	\$7,039	\$7,052
Percent of expenditures for instruction*	75.9%	Up from 73.3%	65.4%	69.1%
Percent of expenditures for teacher salaries*	72.0%	Up from 70.2%	63.0%	64.2%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

Report of Principal and School Improvement Council

The Orchard Park family has had an exciting year! Our supportive PTO provided funding for additional classroom instructional items, supplements for field trip transportation, student handbooks and agendas, staff coffee, and coordinated our Fall Festival and Spring Beach Ball Dance. The school dedicated a beautiful series of eight murals representing children's literature completed by parent and graphic designer Lisa DiRienzo Landers and fellow artist Kendra Brunetti.

The addition of 2 cabanas (mobile units) provided additional space, and students integrated technology with core curricular standards through the placement of 27 more Smart Boards. The school won the Red Carpet Award, the Palmetto Gold Award for the sixth consecutive year, and was recognized for the second year by the South Carolina Educational Oversight Committee for "Closing the Gap" for achievement in student subgroups. We were excited to learn that Mr. Michael Pratt was selected as the Elementary Assistant Principal of the Year in South Carolina! Two additional teachers achieved National Board Certification, bringing our total to 12, and two more teachers participated in the Science PLUS program. Fifteen teachers were recipients of grant monies for additional instructional supplies, and seven were presenters for local and state conferences. More time for instruction for developmental guidance/character education was available with the addition of a second counselor, a visiting art teacher worked with kindergarten and first grade students using a Smithsonian Art program, and a second assistant principal facilitated student and parent services. Additional physical education and music positions augmented our already strong related arts programs. Students at Orchard Park continued to serve others through School Patrol, Students Thinking of People, Angel Tree, and the Environmental Club. An emphasis on health was available through Jump Rope for Heart, the Marathon Club, 2nd grade swimming classes, our Pi Day Run, Girls on the Run, and the Nutrition Council. Wee Deliver, podcasts and the school news show addressed individual interests. Learning activities included before school computer activities, Book Buddies, the "Too Good for Drugs" curriculum, and visits from local elected representatives. A fourth grade class was one of 100 classes (out of 17,000 entries nationwide) to win 1000 books for donations to worthy causes through Scholastic's Whoopi! We're Reading Sweepstakes. An OPES student addressed the state legislature, and students enjoyed opportunities to participate in a Discovery Place Light Show, Junior Achievement, Biz Town, and Accelerated Reader, as well as the After School Tutorial Program.

As we strive to meet our goal to put children first by providing quality instruction in a caring environment where students are recognized as individuals and educated to their potential, we wish to thank our dedicated partners in education: Orchard Park's parents, members of the PTO and School Improvement Council, our district administrators and school board, local businesses, and voters who supported the district's Bond Referendum. In 2008-2009, the school family will continue to encourage students as lifelong learners while accommodating continuous growth and state budget shortfalls. For more information, visit our website at [www.fort-mill.k12.sc.us/OPES](http://www.fort-mill.k12.sc.us/OPES)

Linda Locklier, Principal  
Mike Shaughness, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	120	98
Percent satisfied with learning environment	100.0%	89.2%	96.9%
Percent satisfied with social and physical environment	95.6%	90.8%	95.9%
Percent satisfied with school-home relations	97.8%	91.7%	88.8%

\* Only students at the highest elementary school grade level and their parents were included.

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	12.5%	0.0%	No
Student attendance rate	97.3%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	389	100	4.9	24.8	50.6	19.6	77	71.7	48.2	Yes	Yes
Gender											
Male	221	100	5	27.9	52.1	15.1	73.5	65.7	41.7	N/A	N/A
Female	168	100	4.8	20.8	48.8	25.6	81.5	78.3	55	N/A	N/A
Racial/Ethnic Group											
White	322	100	4.4	24	51.1	20.6	78.5	75.2	60	Yes	Yes
African American	49	100	10.4	35.4	41.7	12.5	62.5	48.2	31.7	Yes	Yes
Asian/Pacific Islander	11	100	0	9.1	54.5	36.4	90.9	78.1	70.4	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	62	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	63.6	47	I/S	I/S
Disability Status											
Disabled	57	100	22.8	40.4	31.6	5.3	40.4	27.3	16	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	54.5	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	45	100	13.6	34.1	45.5	6.8	56.8	45.3	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	389	100	9	31.8	29.5	29.7	72.4	71	45.8	Yes	Yes
Gender											
Male	221	100	8.7	28.3	27.9	35.2	76.3	71.2	45.6	N/A	N/A
Female	168	100	9.5	36.3	31.5	22.6	67.3	70.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	322	100	7.2	30.5	30.5	31.8	74.5	75	59	Yes	Yes
African American	49	100	22.9	43.8	20.8	12.5	52.1	44.3	26.9	Yes	Yes
Asian/Pacific Islander	11	100	9.1	0	36.4	54.5	90.9	78.1	71.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	58.9	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	72.7	46.2	I/S	I/S
Disability Status											
Disabled	57	100	33.3	35.1	22.8	8.8	43.9	32.5	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	53.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	45	100	22.7	45.5	18.2	13.6	56.8	43.9	31.4	Yes	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	257	99.6	7.9	25.2	28.3	38.6	66.9	61.8	35.7	97.3	96.9
Gender											
Male	151	99.3	6.1	20.3	30.4	43.2	73.6	65	37.4	97.2	96.9
Female	106	100	10.4	32.1	25.5	32.1	57.5	58.3	33.8	97.3	97
Racial/Ethnic Group											
White	211	99.5	6.7	24.4	29.7	39.2	68.9	66.2	49.2	97.3	96.9
African American	31	100	16.7	40	16.7	26.7	43.3	34.7	17	96.9	97.1
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	77.8	58	98.5	97.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	37	24.9	97.1	96.8
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	95.3	96.4
Disability Status											
Disabled	36	100	25	33.3	13.9	27.8	41.7	27.3	14	97.2	96.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	98	95.6
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	34.5	24.4	98.1	97.4
Socio-Economic Status											
Subsidized meals	27	100	26.9	30.8	19.2	23.1	42.3	29.5	21.1	96.1	96.2

Social Studies											
All Students	259	100	7	24	24.4	44.6	69	59.1	34	97.3	96.9
Gender											
Male	146	100	5.5	20	24.8	49.7	74.5	63.3	36.6	97.2	96.9
Female	113	100	8.8	29.2	23.9	38.1	61.9	54.7	31.3	97.3	97
Racial/Ethnic Group											
White	216	100	5.6	23.3	23.3	47.9	71.2	62.3	44.5	97.3	96.9
African American	35	100	14.3	31.4	34.3	20	54.3	38.5	19.1	96.9	97.1
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	68.3	58.9	98.5	97.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	44.6	27.5	97.1	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	95.3	96.4
Disability Status											
Disabled	42	100	14.3	45.2	21.4	19	40.5	32.6	14.4	97.2	96.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	98	95.6
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	29.8	27.3	98.1	97.4
Socio-Economic Status											
Subsidized meals	36	100	25.7	34.3	25.7	14.3	40	31.1	21	96.1	96.2

\* Adj - Adjusted to account for natural variation in performance.

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	129	100	3.1	14.8	57.8	24.2	82
	4	134	100	6	29.1	54.5	10.4	64.9
	5	128	100	5.5	33.9	57.5	3.1	60.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	136	100	2.9	14	48.5	34.6	83.1
	4	127	100	3.2	24.6	57.9	14.3	72.2
	5	126	100	8.8	36.8	45.6	8.8	54.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	129	100	4.7	46.1	25.8	23.4	49.2
	4	134	100	7.5	26.9	29.1	36.6	65.7
	5	128	100	3.9	34.6	22.8	38.6	61.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	136	100	7.4	43.4	30.1	19.1	49.3
	4	127	100	5.6	20.6	31.7	42.1	73.8
	5	126	100	14.4	30.4	26.4	28.8	55.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	64	100	12.5	25	31.3	31.3	62.5
	4	134	100	15.7	31.3	24.6	28.4	53
	5	64	100	9.4	29.7	18.8	42.2	60.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	67	100	3	17.9	46.3	32.8	79.1
	4	127	99.2	11.2	29.6	24	35.2	59.2
	5	63	100	6.5	24.2	17.7	51.6	69.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	65	100	0	23.4	29.7	46.9	76.6
	4	134	100	7.5	34.3	29.1	29.1	58.2
	5	64	100	9.5	42.9	30.2	17.5	47.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	69	100	0	15.9	27.5	56.5	84.1
	4	127	100	7.9	27.8	21.4	42.9	64.3
	5	63	100	12.7	25.4	27	34.9	61.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A—Not Applicable

N/AV—Not Available

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N/R—Not Reported

I/S—Insufficient Sample